

**AN ANALYSIS ON WRITING ACTIVITIES USED IN
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR SEVENTH GRADE JUNIOR HIGH SCHOOL BASED ON
2013 CURICULLUM**



Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department School of Teacher Training and Education

by

ANNISA SABAR CAHYATI

A320140152

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

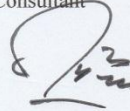
by

Annisa Sabar Cahyati

A320140152

Approved to be Examined by Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Consultant



Drs. Djoko Srijono, M.Hum

NIP. 19590601 198503 003

ACCEPTANCE

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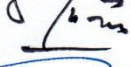


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Muhammadiyah University of Surakarta

on July 25, 2018

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum ()
(Chair Person)
2. Muamaroh, Ph.D ()
(Member I)
3. Aryati Prasetyarini, M.Pd ()
(Member II)



Dean

Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP. 19650428 199303 1 001

TESTIMONY

I the undersigned bellow

Name : Annisa Sabar Cahyati
NIM : A320140152
Program : Department of English Education
Research Paper Proposal Title : An Analysis on Writing Activities Used in
Textbook Entitled “When English Rings a Bell”
for Seventh Grade Junior High School Based on
2013 Curriculum

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Surakarta, 25 Juli 2018

The writer



Annisa Sabar Cahyati

A320140152

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan aktivitas menulis pada buku pelajaran terutama untuk kelas tujuh menurut kurikulum 2013. Jenis penelitian yang di gunakan adalah penelitian deskriptif kualitatif. Penelitian ini menggunakan teori dari Sharma (2017) dan Kompetensi Dasar dari kurikulum 2013 untuk kelas tujuh dalam menganalisa aktivitas menulis yang di gunakan di buku pelajaran dan kecocokannya. Obyek dalam penelitian ini adalah aktivitas menulis pada buku pelajaran bahasa Inggris berjudul “When English Rings a Bell”. Berdasarkan analisis data, hasil dari penelitian ini adalah enam tipe dari aktivitas menulis yang di gunakan pada buku pelajaran bahasa Inggris, yaitu Essays, Filling in Form, Dialogue Writing, Diary Writing, Information Transfer, and Picture Transfer. Aktivitas menulis pada buku pelajaran juga cocok dengan kurikulum 2013.

Kata kunci: aktivitas menulis, buku pelajaran bahasa Inggris, kurikulum, kecocokan

Abstract

This research aims to describe the writing activities used in textbook entitled “When English Rings a Bell” especially for the seventh grade students and identify the suitability based on the 2013 Curriculum. The type used in this research is descriptive qualitative research. This research used theory from Sharma (2017) and basic competency of the 2013 Curriculum for the seventh grade in analyzing writing activities used in the textbook and the suitability. The object in this research is the writing activities in the English textbook entitled “When English Rings a Bell”. Based on the data analysis, the result of this research shows that there are six types of writing activities used in the English textbook, namely Essays, Filling in Form, Dialogue Writing, Diary Writing, Information Transfer, and Picture Transfer. The writing activities used in textbook are also suitable with the 2013 Curriculum.

Keywords: writing activities, English Textbook, curriculum, suitable

1. INTRODUCTION

In Junior High School, English has been one of lessons for final examination. The transition from Elementary School to Junior High School needs a new habit for learning English. In the 2013 curriculum or in Indonesian it is called *Kurikulum 13 (K-13)*, students are more active than teacher. If in Elementary School that teachers are more dominant in teaching-learning process, now student in Junior

High School who used the 2013 Curriculum are more active than before. In K-13 textbook shows many activities for student with assistances from teacher. That is why, English student text book for Junior High School with the 2013 curriculum especially in 7th grade must be able to help student habituate more active in teaching-learning process.

Textbook is one element in teaching learning process to help teacher give materials to the students. Textbooks also help students increase their ability in learning English with the activities based on the textbook. Cunningsworth (1995:5) stated “no course book designed for a general market will be absolutely ideal for your particular group learners”. Cunningsworth means that learners should need an appropriate textbook. In Indonesia also needs a textbook which is appropriate to the 2013 Curriculum that is the best textbook for students.

Writing skill is one of four main skills of English. Writing skill needs much of practice and writing also one of media of communication. In writing, the basic significance is expressing an idea, giving an opinion, information, or experience. Students find the difficulties to write in foreign language and lack of idea, because they have a limited vocab and usually encouraged only in textbook and what teacher gave. In another reason, students are not interested in writing because they cannot feel write well. So English teacher should have a creative method beside using method in textbook.

According to Barker (2000:136), writing is one technically difficult form of communication. Writing is understanding and good idea of creativity. Although every textbook gives an activity of writing, there are several materials that are not appropriate with the ability of students. For example the materials of Senior high school used for Vocational High School, there is a different ability of students in understanding the materials because in Vocational High School it is more focused in practice.

In studying English as foreign language, a textbook is a tool for English teacher especially to deliver the materials. The contents of textbook have more complex material and more exercise like the 2013 curriculum itself.

2. METHOD

The researcher uses descriptive qualitative research to get the data. This research method elaborates type of research, data source, method of collecting data, data validity, and technique for analyzing. Data source of the research is English textbook entitled *When English Rings a Bell* for seventh grade students, while the data are the writing activities used in the textbook. The technique for analyzing this research is: (1) Observing the theme and materials of each chapter, (2) Classifying the materials and choosing writing activities only, (3) analyzing the writing activities materials based on basic competency of the 2013 curriculum, and (5) Drawing the conclusion.

The purposes of this research are to describe whether the writing activities used in English textbook and identify the writing activities whether used in English textbook entitled *When English Rings a Bell* are suitable with the basic competency in the 2013 curriculum. The research used triangulation to make data valid.

3. FINDING AND DISCUSSION

Findings and discussion describe the research question about writing activities used in textbook entitled *When English Rings a Bell* and the suitability of the writing activities in textbook entitled *When English Rings a Bell* with the 2013 Curriculum.

3.1 Finding

3.1.1 Writing Activities used in textbook *When English Rings a Bell*

The researcher classifies the writing activities as types of writing activities suggested by Sharma provided in the textbook.

Chapter I (Good Morning. How are You?)

- a. Page 10. Make a list of people greeted today, and write using table.

The writing activity above is type of Information Transfer. Before doing it, students must understand about greeting with a sign of time: morning, afternoon, or evening. The activity required student to write down in a table who, when, and what student said.

Chapter II (This is me!)

- a. Page 32. Collecting information about self.

The writing activity above is Picture composition. The activity used picture to play the role then make students answer the question as in example of role play. The picture is guided to collect some facts about ourselves.

Chapter III (What Time Is It?)

- a. Page 45. Listen to information of time and handwrite the missing information of conversation.

The writing activity above is Filling in Form. The activity is to write the missing information from the conversation that student practice from the dialogue. Then students discuss and decide the information and fill the blank information based on the paragraph.

- b. Page 47. Build a sentence about daily activities.

The writing above is Diary writing. Student collected information and build a sentence as diary activities based on the information. The information consists of time and activities. Student must report their findings in good sentences.

Chapter IV (This is My World)

- a. Page 69. Identify the buildings and other facilities around the town.

The writing activity above is Essay Report. Student will tell the names of public buildings and other facilities in their town or village and their location. Students plan to report all their findings in sentence.

Chapter V (It's a Beautiful Day!)

- a. Page 124-125. Complete conversations based on statement.

The writing activity above is Dialogue writing. Students make a group and learn the statement and situation carefully. Every student copies and writes the conversation in notebook then discussing the statements and questions to complete the conversation.

3.1.2 The Suitability of the Writing Activities in Textbook entitled *When English Rings a Bell* with the 2013 Curriculum

Table 1. Table suitability of Basic Competency

No	Basic Competency	Writing Materials	Suitability
1.	3.1 Identification social function, structure text, and language features personal interaction spoken and written involve greeting action, take leave, say thank you, and say sorry, and give response appropriate with using context.	Page 10. Make a list of people greeted today, and write using table.	Suitable
2.	3.2 Identifying social function, structure text, and language features personal interaction spoken and written involve give and asking action about self, short and simple, appropriate with using context.	Page 32. Collecting information about self.	Suitable

	Attention with language feature and vocab related family relationship: pronoun (subjective, objective, possessive)		
3.	3.3 Identifying social function, structure text, and language features personal interaction spoken and written involve give and asking action about day, month and time in date, time in number, date, and year appropriate with using context. (concern vocab related cardinal and ordinal number)	Page 45. Listen to information of time and handwrite the missing information of conversation.	Suitable
4.	4.3 Arrange interaction interpersonal text spoken and written involve give and asking action about day, month and time in date, time in number, date, and year. Attention with social	Page 47. Make a sentence about daily activities.	Suitable

	function, structure text, and language features appropriate with using context.		
5.	3.4 Identifying social function, structure text, and language features personal interaction spoken and written involve give and asking information about name and amount of animal, things and public building close with student daily life, appropriate with using context. (Attention with language feature and vocab related <i>article a</i> and <i>the</i> , <i>plural</i> , and <i>singular</i>)	Page 69. Identifying the buildings and other facilities around the town.	Suitable
6.	3.6 Identifying social function, structure text, and language features personal interaction spoken and written involve give and asking information related	Page 124-125. Complete conversations based on statement.	Suitable

	behavior/action/function of people, animal, things, appropriate with using context. (Attention with language feature <i>declarative sentence,</i> <i>interrogative, simple</i> <i>present tense.</i>)		
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3.2 Discussion

The writing activities in the textbook showed the seventh grade students are given activities as Essays, Filling in Form, Dialogue writing, Diary writing, Information Transfer, and Picture composition. Most of the writing activities type on the textbook is Information Transfer. It means, students more concern in observing and asking question to train their ability in English. The writing activities in textbook collaborate with speaking activities and listening activities. After listening speaking activities, students are given time to take a note of the statement of the speakers.

Based on the table of suitability on the Basic Competency of the 2013 curriculum, the table consists of Basic Competency, lists of writing activities, and the suitability. The writing materials in textbook entitled “When English Rings a Bell” for the seventh grade students of Junior High School, present that the materials and the basic competency are all suitable. The writing activities are also suitable with the learning activity as observing, imitating, and playing in role from the Basic Competency. All of the writing activities shape the basic competency and the materials are appropriate

4 CONCLUSION

Based on research findings in English textbook entitled *When English Rings a Bell* for seventh grade student of Junior High School, the researcher draws the conclusion, as follows:

- 4.1 In the textbook entitled “When English Rings a Bell” for the seventh grade students of Junior High School Information transfer of writing activities is dominant. Information transfer of the writing activities means transferring information from one to another. In the textbook, there are many activities used information as the main activity to make sure the understanding of student. It can be concluded that the writing activities more concern in observing and asking question based on the materials. The activities also can be combined with listening activities and speaking activities.
- 4.2 The textbook entitled “When English Rings a Bell” for the seventh grade student of Junior High School is suitable with the 2013 Curriculum. The writing activities of the textbook are suitable with the Basic Competency of the 2013 curriculum. The writing activities are suitable with the learning activity as observing, imitating, and playing in role from the Basic Competency and appropriate with the shape of basic competency and the materials.

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